**Foreign Language**

**Daily Lesson Plan Template**

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| **Name** | **Yao Huang** | **Date** | **April 18. 2011** |
| **Class/level** | **Level 2 (50 min)** | **Unit/Theme** | **Global Challenges** |

**This lesson addresses (check those that apply):**

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| **×** | Vocabulary Development | **×** | Interpretive Mode – Listening or Reading |
| **×** | Language Structure/Grammar | **×** | Interpersonal Mode - Speaking |
|  | Culture Concept |  | Presentational Mode – Speaking or Writing |

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| **Functional Language Goal(s):** | • name different pollutions in Chinese |
| • talk about different types of pollution with pictures |

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|  | **Procedures** | | **Mode** | **Time**  How much time will you spend throughout the class, if not all at one time? | **Materials/**  **Resources/**  **Technology**  Be specific. What publisher produced materials will you use? What materials will you develop? What materials will you bring in from other sources? |
| **What will you do as the teacher?** | **What will students do?** |
| **Anticipatory Set** -  get students’ attention, state objectives, warm-up connected to lesson goals | I will say a chant in Chinese related to the goal for today.  I will give each student one picture related to environment pollution. | Students play rhythm with me.  Students choose words from vocabulary list to describe the picture they have.  Students negotiate meaning of each word that they choose with their partners. |  | 5 min | pictures |
| **Providing Input** - engaging learners, teaching new concepts | • I will introduce new vocabulary related to environment pollution with pictures with dialogues. | Students take notes and answer my questions. | interpretive | 15 min | Computer, project |
| **Guided Participation** – student output leading to meaningful interaction | • I will circle around in the classroom to help students. | Students write at least 2 questions that they might ask based on the picture they have and jot down how they might answer such questions. | interpretive | 5 min | Pictures |
| **Application** – appropriately scaffolded leading to independent communication | • I will lead the game, named Inner / outer circle, in classroom.  • I will circle around my students to check for understanding during their conversations. | Students stand in an inner circle and outer circle to exchange information in Chinese about pictures which they are holding. | Interpersonal | 10 min | Pictures |
| **Providing Input** - engaging learners, teaching new concepts | *if applicable\** |  |  |  |  |
| **Guided Participation** – student output leading to  meaningful interaction | *if applicable\** |  |  |  |  |
| **Application** – appropriately scaffolded leading to independent communication | *if applicable\** |  |  |  |  |
| **Closure / Summative** **Assessment** – knowing that each student met the lesson goals | I will lead students play bingo with flash cards.  I will lead students say the chant together. | Students make flash cards of the new vocabulary that they learned from today and play bingo with me.  Students say the chant together. |  | 10 min  5 min |  |
| **Extension Activities** –  homework, projects, etc, meaningful application of language goals |  |  |  |  |  |

\*Providing Input, Guided Participation, Application – These 3 will be repeated as a cycle as often as necessary during a class. Brain research suggests that this cycle matches the attention span of the learner and would not exceed 20 minutes. A 50-minute class would have 2 such cycles. A 90-minute block class would have 4.

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| **Comment on how this lesson connects to the 5C’s. How does this lesson integrate language, culture and content?**  **ACTFL 2c, 4b, 4c** **Culture Content** – Perspectives, Practices, Products:  **ACTFL 2c, 4b**  **Connections** to other content areas: |
| Communication: In this lesson, students work with partners to negotiate meaning of the new vocabulary with pictures. They also exchange information about pollutions when they play inner / outer circle game.  Connection: social studies.  Culture: students learn vocabulary with information of target culture provided by the teacher. |
| **Self-Reflection** **– Respond as appropriate.** What worked, what didn’t work in this lesson? How would you adapt this lesson, how did you adapt this lesson during the day if it was taught more than once? How did this lesson differentiate for individual learners? How did this lesson engage students in higher-order thinking? What components of the lesson allowed for self-assessment or provided opportunities for formative assessment? |
| I used the chant as the warm up to get students’ attention at the very beginning really worked. I asked students to play rhythm with me when I was saying the chant. All of them were engaged and some of them even tried to follow the chant. Students were involved from the beginning with the individual pictures. I used a timer to hold students accountable for the amount of time they have to practice a certain skill also worked well.  During the input time, I modeled students to ask and answer questions with each picture. As my classmates mentioned that I used too much English. In order to facilitate students’ understanding when I use more target language to provide input, next time, I will add dialogues to each picture to introduce vocabulary and I will also use body language, gestures, movements and pictures to help them to learn in target language. In addition, in order to create more sentence level speaking for students,  I will ask them more questions they learned before about those pictures, such as, 怎么了(what’s wrong)？为什么(why)？他在做什么(what is he doing)？你喜欢吗（do you like it）? to help them develop their conversation later when they do the double circle game.  If I have chance to teach this lesson again, I will ask students to write at least 2 questions that they might ask based on the picture they have and jot down how they might answer such questions before they play inner/outer circle game. Therefore, each student prepares for the conversation and make sure that they have something to say during the. Moreover, I won’t let students get up until I explain clearly my expectation for them and what they should do during the game.  One more thing is that I assigned partners by counting off 1 and 2. Students were chatting during the time. Next time, I will ask the whole class to count off with me in Chinese so that I can control those couple of minutes. |